

HUMAN RESOURCE SPECIALIST ROLE

Role Summary

The Human Resource Specialist Role consists of three grade levels (13-16). Incumbents provide agency-wide support of advanced professional human resource issues such as classification, pay, labor relations, collective bargaining, employee discipline, grievances and appeals, recruitment and selection, Equal Employment Opportunity/Affirmative Action (EEO/AA), Americans with Disabilities Act (ADA), Family and Medical Leave Act (FMLA), and policy development, interpretation, and implementation. Primary contacts are with the division administrator, department management and staff, State Personnel Division, bargaining unit representatives, and internal/external customers.

Working Conditions

Considerable mental stress and pressure due to issues, workload, deadlines, time constraints, controversial or adversarial situations, and significance of decisions made.

Education and Experience

- Grade 13: competencies and degrees of proficiency are typically acquired through a combination of education and experience equivalent to three years of human resource experience including classification, recruitment and selection, and assisting with other major human resource functions (employee grievances, appeals, policy interpretation, etc.). Other combinations of education and experience will be evaluated on an individual basis.
- Grade 14: competencies and degrees of proficiency skills are typically acquired through a combination of education and experience equivalent to a bachelor's degree in personnel management, public administration, or a related field and three years of human resource experience including recruitment, classification, and interpreting policy, rule, and/or laws. Other combinations of education and experience will be evaluated on an individual basis.
- Grade 15: competencies and degrees of proficiency are typically acquired through a combination of education and experience equivalent to a bachelor's degree in personnel management, public administration, or a related field and four years of human resource experience including recruitment, classification, policy writing and interpretation, employee grievances, labor relations, FMLA, ADA, and back up for other human resource functions. Other combinations of education and experience will be evaluated on an individual basis.
- Grade 16: competencies and degrees of proficiency are typically acquired through a combination of education and experience equivalent to a bachelor's degree in personnel management, public administration, or related field and five years of experience including all facets of human resources (i.e., recruitment, classification, policy writing and interpretation, employee grievances/appeals, labor relations, collective bargaining, FLSA, FMLA, ADA, pay, benefits) and two years of leadworker or supervisory experience. Other combinations of education and experience will be evaluated on an individual basis.

Department Core Competencies

In addition to the role specific competencies, there are four, department core competencies that all employees are expected to successfully achieve. These are:

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- *Interpersonal Skills:* Builds constructive and effective relationships with internal and external customers and is committed to meeting customer needs in a timely and accurate manner. Listens actively and attentively and demonstrates an appreciation of other perspectives. Builds the appropriate rapport required to do business. Openly demonstrates an understanding of and respect for the value of co-workers' contributions to the department mission.
- *Decision-Making and Accountability:* Considers the department's vision, mission, and values in making decisions and taking actions. Identifies and considers possible alternatives before making decisions. Bases decisions on achieving desired outcomes pursuant to the departmental business plan or management direction. Uses a combination of analysis, experience, and sound judgment that results in fairness and consistency, while being accountable for actions. When serious ethical issues are at stake, takes all necessary actions.
- *Commitment to Continuous Improvement:* Ability and willingness to continually seek greater efficiency in agency programs, is results driven, and meets changing requirements in work or direction. Adapts to changing conditions and work responsibilities. Accepts constructive criticism and suggestions and uses them to improve performance.
- *Personal and Work Ethics:* Creates own measures of excellence, and practices what he/she promotes. Sets goals that provide challenges and measures goal attainment regularly. Displays a contagious optimism about the work to be done. Goes beyond traditional ways to address issues despite obstacles or resistance. Is able to generate ideas, fresh perspectives, and original approaches and engages in open-minded thinking. Employs strategies to promote ideas and proposals to increase probability of acceptance. Mentors others to improve the performance necessary to achieve success. Reflects a belief that the results achieved are a direct result of his/her personal decisions and actions.

Grade Levels

Each grade level lists the essential duties that describe work performed 50 percent or more of the time (predominant work). Established work plans identify day-to-day tasks.

Grade 13

Predominant/Essential Duties

- Perform classification reviews for selected roles.
- Advise department staff on human resource issues and related policies and procedures.
- Develop, implement, and ensure consistent and fair application of personnel policies and procedures.
- Respond to questions, review selection and recruitment related grievances, and provide recommendations.
- Responsible for preparing customized reports.
- Assigned special projects.
- Present training in assigned human resource activities.

Grade 14

Predominant/Essential Duties

- Classify and update roles and handle related issues, such as appeals.
- Provide information to managers and employees on human resource issues and related laws, policies, and procedures.
- Develop, implement, and ensure consistent and fair application of policies and procedures.
- Respond to questions, review grievances, and provide recommendations.
- Responsible for preparing customized reports.
- Review and maintain human resource data on the Statewide Accounting, Budget, and Human Resource System (SABHRS).
- Present training on human resource related topics.

Grade 15

Predominant/Essential Duties

- Advise management and employees on human resource issues and related laws, policies, and procedures.
- Investigate employee grievances and provide written recommendations.
- Coordinate special projects.
- Develop and present training on human resource related topics.
- Review current trends and provide recommendations on human resource processes.

Grade 16

Predominant/Essential Duties

- Primary contact for sensitive or controversial human resource issues and concerns. Advise management and employees on human resource issues and related laws, policies, and procedures.
- Develop and present training on human resource related topics.
- Coordinate special projects and human resource studies.
- Participate in the collective bargaining process.
- Mentor human resource staff.
- Review current trends and provide recommendations on human resource processes.
- Assist with pay administration issues and concerns.

Competencies and Degrees of Proficiency

The Competency/Proficiency Chart identifies the role specific competencies, degrees of proficiency, and guidance required for each grade level. Role specific competencies describe the knowledge, skills, and abilities required to perform the essential duties. The degrees of proficiency indicate the difficulty and/or complexity level of the tasks and assignments.

Competency/Proficiency Chart - Human Resource Specialist Role

Competencies	Grade 13 Minimal Guidance	Grade 14 Minimal Guidance	Grade 15 Minimal Guidance	Grade 16 Independently
Demonstrated knowledge and effective application of federal/state statutes, administrative rules, and state policies and procedures relative to the role.	B	C	C	D
Demonstrated knowledge of the organization's mission, vision, goals, and organizational structure.	B	B	C	C
Demonstrated ability to think creatively and recommend innovative solutions.	C	B	C	C
Pro-actively focus efforts and energy on successfully attaining goals and objectives, assuming accountability for decisions, actions, and results. Follow issues through to completion.	B	B	C	C
Demonstrated ability to timely and consistently communicate role-related rules, policies, and procedures.	C	B	C	C
Demonstrated ability to provide timely and effective written, oral, and interpersonal communication.	B	C	C	C
Demonstrated knowledge and ability in conflict resolution techniques relative to the role.	B	C	C	D
Demonstrated skill and ability to resolve employee problems regarding pay and benefit issues.	B	B	C	D
Demonstrated knowledge of labor relations.	B	B	C	D
Demonstrated knowledge and skill of word processing, spreadsheet, database, and software applications/programs relative to the role.	C	B	B	B
Demonstrated research skill relative to the role.	C	B	C	C
Demonstrated knowledge of Family and Medical Leave Act guidelines and disability issues.	B	C	C	C
Demonstrated knowledge of Human Resource module in Statewide Accounting Budgeting Human Resource System (SABHRS).	B	B	B	C
Demonstrated knowledge of competency based evaluation system.	C	C	D	D
Demonstrated ability to maintain strict confidentiality regarding sensitive information, tax, and revenue matters.	C	C	C	D

Degree of Proficiency

A: A degree of knowledge, skill, or ability commensurate with elementary-level tasks and assignments.

B: A degree of knowledge, skill, or ability commensurate with intermediate-level tasks and assignments.

C: A degree of knowledge, skill, or ability commensurate with advanced-level tasks and assignments.

D: An advanced degree of knowledge, skill, or ability commensurate with considerable experience and the application of the competency to non-standard tasks and assignments.

E: The most advanced degree of knowledge, skill, or ability, evidencing complete mastery and understanding of the subject.